DOCUMENT RESUME

ED 326 494 SP 032 715

AUTHOR Littleton, Mark; And Others
TITLE University/Public School Collaboration in an Alternative Certification Model.
PUB DATE Nov 89
NOTE 13p.; Paper presented at the Conference of the National Council of States on Inservice Education (San Antonio, TX, November 1989). For more information, see SP 032 714.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Alternative Teacher Certification; *College School Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Internship Programs; *Mentors; Models; *Program Effectiveness; *Summer Programs
IDENTIFIERS Tarleton State University TX; Texas

ABSTRACT

The Tarleton State University Model for Accelerated Teacher Education (TMATE) was developed to expedite the certification of persons already holding a bachelor's degree and to help meet specific staffing needs of school districts in the Tarleton service area. Collaboration between the university and the school district occurs during both the screening and training of participants. Academic screening is conducted by the university; the school district screens through interviews. Prior to beginning the internship, applicants spend 6 to 12 weeks of the summer in an intense professional development program on the university campus. Teaching experience is provided in a 3-week laboratory school. The internship is jointly supervised by the university and the sponsoring school district. A key feature of the internship is the use of mentors for the participants. The university supervisor serves as the liaison between the intern and the school district. TMATE interns are also required to attend a monthly seminar on the Tarleton campus. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED326494

UNIVERSITY/PUBLIC SCHOOL COLLABORATION IN AN ALTERNATIVE CERTIFICATION MODEL

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. M. Beach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Mark Littleton

Don M. Beach

William Larmer

Ann Calahan

Tarleton State University

Stephenville, Texas

SP 032 715

Paper presented at the National Council of States on Inservice Education, November, 1989, San Antonio, Texas.

University/Public School Collaboration in an Accelerated Certification Program

An accelerated certification program was developed at Tarleton State University to attract new talent to the teaching profession and to promote collaboration between the university and neighboring school districts . The Tarleton Model for Accelerated Teacher Education (TMATE) was implemented in the summer of 1986 to expedite the certification of persons already holding a bachelors degree and to help meet specific staffing needs of school districts in the Tarleton service area. Combining the best aspects of traditional and alternative certification programs, TMATE is a hybrid which couples intensive summer course work with a paid, year-long internship in a public school classroom.

Program Description. Collaboration between the university and the school district occurs during both the screening of applicants and the training of interns. Applicants for TMATE must have earned a grade point average of at least 2.75 on a baccalaureate degree, have passed a test of academic skills, have sufficient credits in a major or minor to qualify for a teaching field, and have met requirements for admission to the graduate program at

Tarleton. Additional screening is conducted by the local school district which interviews the applicant to fill an instructional position within the district. Upon acceptance by the district and the university, a contract is negotiated between these two entities to collaborate in the professional development of the intern. The intern will serve the school district as a teacher of record, but all parties involved recognize the internship as a period of learning and professional development.

Prior to beginning the internship, applicants spend six to twelve weeks of the summer in an intense professional development program on the university campus. Course work focuses on the topics of reading, curriculum developement, the lesson cycle, effective teaching practices, and classroom management. Hands-on teaching experience is provided in a three-week lab school during which interns assume full responsibility for the teaching and operation of the school. Failure to achieve a satisfactory evaluation in the summer program will prevent one from entering the internship in a public school.

The internship is jointly supervised by the university and the sponsoring school district, with the school district assuming primary responsibility for the professional development of the intern. The building prinicpal assigns a mentor teacher to each intern to provide guidance and

professional support during the year of internship. Evaluation of teaching performance is conducted by the principal, and developmental support is provided by the mentor. State regulations require that the mentor teacher be on at least Level II of the Career Ladder and be either at the same grade level or in the same teaching field as the intern. Regular observations are made by the mentor in the classroom of the intern, and mentors coach the intern in the development of professional practices and values.

The relationship between the mentor and the intern is a key ingredient in the overall success of the internship. The best mentors are those who are recognized by their peers as master teachers, who volunteer for the assignment, and who show a genuine interest in nurturing the development of neophyte teachers. Mentors serve as a sponsor and an advocate for the intern; they demonstrate a positive example, and they are available as listeners during the trying moments of the intern's first year of teaching. In-service training is conducted prior to the beginning of the school year to acquaint mentors with their role in the professional development of the intern, and a stipend is paid to compensate mentors for their added responsibilities.

A university faculty member also participates in the developmental supervision of the interns. The university supervisor serves as the liaison between the intern and the

school district. Scheduled observations are made in the intern's classroom with a follow-up conference to discuss specific aspects of lessons. Regular consultations are also made with the building principal and the mentor teacher to insure that the professional development of the intern is proceeding according to schedule.

During the internship, TMATE interns are required to attend a monthly seminar on the Tarleton campus. The purpose of the seminar is to provide a forum for interns to share their experiences and reflect on their accomplishments in relation to professional growth goals which have been formulated by each intern. The seminar has proven valuable in providing a support network for the interns during their first year of teaching. Feelings of isolation and frustration, which are commonly experienced by beginning teachers, are minimized by the seminar. Interns also maintain a reflective journal during the year to record and analyze their accomplishments and failures, as well as their feelings of elation and frustration. In addition to providing the interns with a measure of "therapy", the journal provides a valuable document for teacher educators to utilize in the development of more appropriate training programs for beginning teachers.

Program Results. To date, the TMATE program has produced 44 secondary and 28 elementary teachers, with an additional 45 candidates nearing completion of certification requirements. Recommendations for certification are made jointly by Tarleton and the sponsoring school districts.

Evaluations have been conducted on a regular basis since the inception of the TMATE program. Feedback has been obtained from principals, mentors and interns concerning the extent to which TMATE has met stated goals. The most recent evaluation from which a complete set of data is available was conducted in the Spring of 1988 with 24 interns in the class.

Principals were asked to evalute teaching performance in relation to the criteria of the Texas Teacher Appraisal System. The instrument asked that the performance of TMATE interns be compared to that of other beginning teachers and that the results be reported in the following terms:

(1) the TMATE intern performed better than most other beginning teachers

(2) the TMATE intern performed equal to most other beginning teachers

(3) the TMATE intern performed worse than most other beginning teachers

Of the total responses on the questionnaire, the performance of TMATE interns was rated "better than most other beginning teachers" in 41.7 percent of the evaluations,

and performance was said to be "equal to other beginners" in 55.9 percent of the ratings. In only 2.7 percent of the evaluations was the performance of TMATE interns rated being "worse than most other beginning teachers."

The evaluation criteria on which 40 percent or more of the interns were rated "better than most other beginning teachers" included:

(1) providing opportunities for active and successful participation by students;

(2) organizing materials and students;

(3) maximizing amount of time available for instruction;

(4) managing student behavior;

(5) using acceptable communication skills;

(6) maintaining a supportive environment;

(7) engaging in professional development; and

(8) teaches for cognitive, affective, and/or psychomotor learning and transfer.

Principals were also asked to evaluate the performance of interns in relation to program goals which were established at the inception of TMATE in 1986. Of the total responses received, 50 percent were recorded in the "better than satisfactory" category and 49.5 percent were "satisfactory." Only 0.5 percent were "less than satisfactory." Goals on which 50 percent or more of the ratings were in the highest category included:

(1) Demonstrated use of a model for teaching (lesson cycle and effective teaching practices)--67%

(2) Enriches the classroom in the proper selection and use of instructional materials--67%

(3) Adapt instruction to the unique needs of special student populations--50%

(4) Demonstrates knowledge and use of instructional technology--50%

(5) Apply the theory and principles of learning to classroom situations--50%

In only one instance was a "less than satisfactory" evaluation given to an intern, and this was in the area of controlling student behavior. In total, 99.5 percent of the evaluations were satisfactory or higher.

TMATE interns are evaluated in their districts with the Texas Teacher Appraisal System (TTAS) according to the policies governing the evaluation of all teachers. Interns are required to submit the results of each appraisal as well as the overall summary performance score, which is computed at the end of the academic year. Overall summary performance scores are classified on a scale ranging from a low category of unsatisfactory, to below expectations, to satisfactory, to exceeds expectations, and to the highest category, clearly outstanding. An overall evaluation of at least

"Satisfactory" is required for successful completion of the TMATE program.

To date, each of the interns completing the TMATE program has earned an overall summary performance evaluation of at least "Satisfactory." In the 1987-88 eighteen of the interns (69 percent) earned evaluations which fell in the "Exceeds Expectations" range. The lowest overall evaluation was 119, while the highest was 159.4 - a fraction of a point below "Clearly Outstanding." The TMATE class average was 142.99, thus placing the TMATE mean in the "Exceeds Expectations" category.

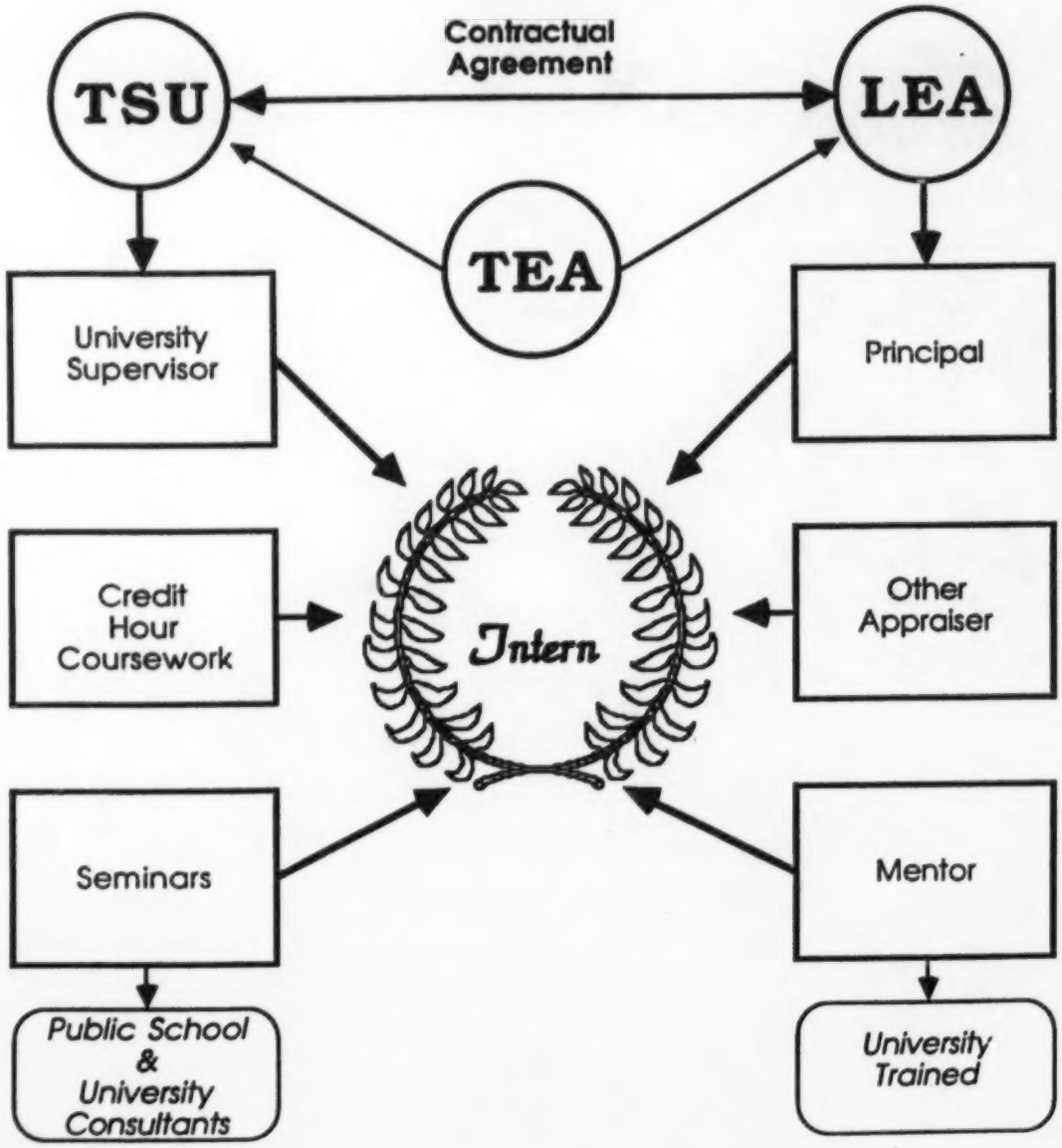
A final measure of performance is the score obtained on the Examination for the Certification of Educators in Texas (ExCET). Secondary interns take a test in the subject area in which they are being certified and elementary interns take a test covering the broad content of the elementary curriculum. To date, a passing score has been earned on the ExCET by 100 percent of the TMATE interns (two secondary interns failed a subject matter ExCET on their first attempt, but readily passed the exam on their second try). Passing scores have equalled or exceeded the state average in all but three instances. The one hundred percent pass rate is a record which has been earned by very few teacher education programs in the state.

The Tarleton faculty, many of whom were initially skeptical about alternative certification, have grown to accept and appreciate the high caliber of persons recruited into TMATE. "Very capable students...", "...strongly motivated learners...", and "...extremely professional attitudes..." are descriptors which are commonly used by faculty to characterize TMATE interns. Faculty who teach sections in the alternative program are frequently revitalized by their exposure to the TMATE students.

The Tarleton Model for Accelerated Teacher Education has proven to be a viable model for the preparation of new teachers. The concept of integrating professional development course work with practical, on-the-job experience has been widely supported by interns, administrators, and mentors. The comment most frequently heard from principals about TMATE interns is that the interns are better than most other beginning teachers. Because of this alternative program, new talent has been infused into the teaching profession and a significant contribution has been made to the education reform movement in Texas.

Tarleton Model for Accelerated Teacher Education

Collaboration Model



CH_SP032715

PDAT_Nov89

LEVEL_

AUTH_Littleton, Mark; And Others

TITLE_University/Public School Collaboration in an Alternative Certification Model.

PUBTYPE_150; 141

GEO_U.S.; Texas

NOTE_Paper presented at the National Council of States on Inservice Education (San Antonio, TX, November, 1989). For related document, see SP 032 714.

DESC_*Alternative Teacher Certification; *Internship Programs; *Summer Programs; *Mentors; *College School Cooperation; Higher Education; Inservice Teacher Education; Program Effectiveness

ABST_A description is given of the Tarleton State University Model for Accelerated Teacher Education (TMATE), developed to expedite the certification of persons already holding a bachelors degree and to help meet specific staffing needs of school districts in the Tarleton service area. Collaboration between the university and the school district occurs during both the screening and training of participants. Academic screening is conducted by the university and the school district screens through interviews. Prior to beginning the internship, applicants spend six to twelve weeks of the summer in an intense professional development program on the university campus. Teaching experience is provided in a three-week lab school. The internship is jointly supervised by the university and the sponsoring school district. A key feature of the internship is the use of mentors for the participants. The university supervisor serves as the liaison between the intern and the school district. TMATE interns are also required to attend a monthly seminar on the Tarleton campus.(JD)